DOCUMENT RESUME

ED 065 758 AC 012 737

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TITLE	Field Training Guide for Junior Assistant Extension Agents (Home Economics).
INSTITUTION	Tennessee Univ., Knoxville. Agricultural Extension Service.
REPORT NO	SC-774
PUB DATE	13 May 71
NOTE	12p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Course Evaluation; *Extension Agents; *Extension Education; *Field Experience Programs; *Guides; *Home Economics; Learning Experience; Participant Satistaction; Training Objectives; Training Techniques

ABSTRACT

This field training guide outlines the program devised for prospective assistant Extension agents in the area of home economics. The field training program provides enough time for the trainee to gain some understanding of planning, executing, and evaluating Extension work under the supervision of experienced Extension workers. The teaching objectives, learning experiences, training responsibility, courses to be completed, and program regulations are briefly noted. The guide points out the phases of major emphasis and presents the questions to be completed by the trainee. Included also is a program evaluation form to be completed by the trainee. (JS)

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FIELD TRAINING GUIDE
FOR
JUNIOR ASSISTANT EXTENSION AGENTS (HOME ECONOMICS)

AGRICULTURAL EXTENSION EDUCATION DEPARTMENT

Agricultural Extension Service
University of Tennessee
Knoxville, Tennessee

AC 012737

S. C. 774
May 13, 1971

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FIELD TRAINING GUIDE
INSTRUCTIONS TO JUNIOR ASSISTANT AGENTS (HOME ECONOMICS)
Robert S. Dotson and Cecil E. Carter, Jr.*

Purpose

Field training is offered to provide you, a prospective assistant Extension agent (home economics), with an opportunity to observe, study and participate in a dynamic county Extension program. It covers a period of time sufficiently long to give you some understanding of planning, executing and evaluating Extension work under the supervision of experienced Extension workers.

Teaching Objectives for Field Training - Trainees to gain:

Knowledge of the terms used in the Cooperative Extension Service.
Knowledge of the life of Extension agents in the community.
Understanding of the relationships of 4-H, Home Economics, and Agriculture in a total Extension program.
Understanding of office operations, policies and procedures.
Appreciation of the variety of methods used in Extension teaching.
Appreciation of the personal and professional advantages of Extension as background for additional study and future employment.
Appreciation of the relationships between subject matter covered in college and the application of this in the field.
Appreciation of personal strengths and weaknesses and how to improve these.
Appreciation of how individuals and groups work together.
Ability to develop contact in the community and county.
Ability to plan, present and critically evaluate an educational lesson or event.
Ability to express one's self in oral and written communications.

Learning Experiences of the Field Training Program

It should:

1. Provide the basis for making a personal decision to become an assistant county Extension agent (home economics).
2. Help develop the readiness of the trainee to assume the responsibilities as an assistant Extension agent.
3. Develop the beginnings of sound and mature professional attitudes.
4. Strengthen understanding of Extension by exposure to reality.
5. Provide an opportunity to acquire, test, and use subject matter material.
6. Provide an opportunity to develop and use professional teaching techniques and methods.
7. Provide the trainee with an opportunity to develop insight and judgment in applying professional knowledge.
8. Provide the chance to evaluate one's own personal and professional growth.
9. Provide a feeling of personal worth--the satisfaction that comes from giving of oneself in useful professional service.

Training Responsibility

The Extension agent (home economics) in the training county is your chief adviser.

*Robert S. Dotson, Professor and Head, Agricultural Extension Education Department, The University of Tennessee

Cecil E. Carter, Jr., Associate Professor, Agricultural Extension Education Department, The University of Tennessee

The Associate Supervisor (Home Economics) will assist and advise you and your training agent when needed. Questions regarding the completion of the Guide, and relationships with the Colleges of Agriculture and Home Economics should be referred to the Agricultural Extension Education Professor.

You are at all times a representative of the county Extension team, the Tennessee Agricultural Extension Service, the Colleges of Agriculture and Home Economics, the University of Tennessee, and of your family. We are sure that you will conduct yourself in such a way as to reflect credit upon all of these.

Courses to be Completed

Agricultural Extension Education 4110 - Field Experience in Agricultural Extension Work With Adults. Credit: 3 quarter hours. Procedures and techniques used in working with adults; individual, group and mass methods.

Agricultural Extension Education 4120 - Field Experience in Agricultural Extension Work With Youth. Credit: 3 quarter hours. Observation and participation in working with rural youth; procedures and techniques involved in organizing and conducting 4-H Clubs and older youth groups and in working with individual members.

The courses run concurrently.

Absence from County on Working Days

If it should become necessary for you to be out of the training county on a working day, secure written permission from both the District Supervisors and the Agricultural Extension Education Professor in advance. Emergency absence should be reported to District Supervisors in the same way as your agent would report her absence by letter. You are expected to go with the Extension agent (home economics) and other Extension staff members to other counties or to district events when invited. No permission is needed for these events.

Do not plan to go on out-of-state trips, even with the agents, without written permission in advance. No permission is needed for week-end trips unless working time is involved. Plan to stay in the training county for most of the week-ends.

The Guide

The Guide points out the phases of major emphasis in the quarter of field training for which you are enrolled at the University of Tennessee. It is intended to assist you in making the experience a purposeful, educative and well-balanced one.

Certain designated parts of the Guide are to be written while other parts are intended to point out certain aspects of the county program for observation and study. The written part in loose-leaf form is to be handed to the Agricultural Extension Education Professor during the evaluation period, which will be near the end of the training quarter.

The quality of the written work will be one factor in determining the grades earned on the two courses included in the field training quarter. The completed written Guide may be viewed as two term papers, one for each of the two courses.

The Field Training Guide
For
Junior Assistant Agents (Home Economics)

General Section

I. The County*

A. Its People

1. How many are there? Where are they?
2. Who are they -- what are their general characteristics?
3. What about ages?
4. What about education?
5. What is the composition of the labor force?
6. What is the occupational picture?
7. What about incomes?
8. What about the farm audience?
9. What about the home situation?

B. Its location and size

C. Its towns and cities and their population

D. Its roads and highways

E. Its schools: Number and kind

F. Its communication facilities:

1. Telephones
2. Newspapers
3. Radio
4. Television

G. Other pertinent facts having an influence on program development

II. County People and Organizations

A. Extension workers (describe each worker, including the secretary)

1. Name
2. Title
3. Major responsibilities
4. Years in the county
5. Other information

B. County Officials

1. County Judge

a. Name and address
b. Brief description of relationship to Extension programs

*County Extension office should have data concerning the county.

2. Other county officials who work directly with Extension personnel and programs; name and relationship to Extension programs.

C. County Organizations - Extension

*1. County Agricultural Extension Committee
   a. Name and address of each member
   b. Functions served by this committee
   c. Meetings held annually
   d. Describe any meetings of the committee which you attended.

2. County Council of Home Demonstration Clubs
   a. Name and address of officers; star the names of those you have met
   b. Name and address of county project leaders (if the county has them)
   c. Describe any meetings of the Council which you attended. If none were held during training period, read minutes of previous meetings. Summarize most recent one.

3. County 4-H Club Organization
   a. Name and address of officers
   b. Function of organization
   c. Describe meetings held during training period.

*4. County Community Council
   a. Name and address of officers
   b. Function of organization

5. Check names of all Extension workers met on personnel sheet.

D. County Organizations - Others

*1. Farm Bureau - describe briefly their purposes and their cooperation with Extension.
2. Service Clubs, Professional Groups and others.

E. Any other pertinent information about people and organizations in the training county. See the description of the situation prepared for the Five-Year Plan.

III. County Program Planning and Reporting

A. The County Plan of Work Projection (POWP)

1. How was it developed?
   a. Practice checklists used
   b. Work done individually by agents
   c. Work done cooperatively by agents
   d. Other pertinent information
   e. How will the POWP by kept up-to-date?

2. Study carefully the subject matter sections in home economics to find out -
   a. Practices on which most work needs to be done
   b. Objectives to be attained in five years
   c. Other important information

*Ask the county Extension Leader to explain this to you.

3. Study the 4-H Club section
   a. Note the five-year participation goals.
   b. What pre-determined subject-matter will be taught in at least one home economics-related 4-H area?

B. Study the Annual Plan of Work (POW)

1. Which of the five-year objectives in home economics will receive major attention in the fiscal year? How was this choice made?

2. On which home economics tasks will work be included during the training period?

3. What adjustments will be made during the fiscal year to make progress toward the 4-H five-year participation goals? Which of these were you able to observe?

4. What emphasis is being given to leader involvement this fiscal year?

C. Study the Progress Report for last year. Select one subject matter area of home economics on which a report was made.

1. What was (were) the five-year objective(s)?

2. What progress was reported?

3. How was the evidence of progress obtained?

4. Describe briefly one accomplishment reported regarding work with the disadvantaged, if available.

5. Of what value to agents is reporting?

6. What other values are to be gained from thorough reports?

IV. Assistance Received

A. What is the role of subject-matter specialists in the Extension program?

B. What did specialists do to assist your agents while you were in the County? Describe, showing which specialists were there.

C. From what other professional person or persons did the county Extension agent responsible for home economics receive assistance while you were in the county? What assistance?

*V. Agricultural Observations and Special Emphases in the County

A. Explanations

1. How the county agricultural agent works with individuals and groups in carrying out his educational responsibilities.

2. County financial policies and procedures.

*The county Extension leader will explain this section and provide these experiences for you.

3. Role and methods of work of county Agricultural Extension Committee.

4. Major Extension work currently being done in cooperation with Federal agencies such as the Office of Economic Opportunity.

B. Introductions

1. Meet the County Judge and other county officials who work in close cooperation with Extension.

2. Meet at least one unit-test demonstration family, if this program is currently being carried on in the county.

C. Visits

1. Make one or more farm visits to observe the kinds of work done and methods used by the county Extension leader.

2. Visit at least one agricultural result demonstration.

3. Visit a unit-test demonstration farm.

Home Demonstration Work

VI. Home Demonstration Clubs

A. The Home Demonstration Club Organization

1. Number of home demonstration clubs
2. Number of members; number of families in county.
3. Number of times agent plans to meet each club each year.
4. Total number of regular club meetings you attended during the training period.

VII. Home Demonstration Activities

A. Describe one home demonstration club meeting attended. <u>This should be done during the first two weeks spent in the county</u>.

1. Place and physical arrangements for the meeting
2. Attendance; club enrollment
3. Business meeting
   a. Presiding officer
   b. Description of business part of meeting (business-like, group conversation, etc.); decisions made
4. Program
   a. Subject(s)
   b. Project leader activities
5. Agent's demonstration
   a. Subject
   b. Purposes
   c. Introduction
   d. Major points explained
   e. Major points demonstrated or shown

f. Visual aids used
g. Group participation
h. Plan for checking the adoption of practices in the homes of those in attendance.

B. Prepare a group presentation for use in the county. Attach a complete copy of the demonstration at this point in Guide.

1. State clearly and definitely the five-year objective and the task(s) to be attained.
2. Study available subject matter, selecting that which is essential for reaching the objectives and task(s).
3. Write the demonstration completely.
4. Prepare a complete set of illustrative materials to be left in the county. Describe.
5. Plan for timing, supply list, equipment list, table and tray arrangements. Include diagram in the written report.
6. Have the demonstration ready to give for the Associate Supervisor (Home Economics) and the Agricultural Extension Education Professor when they visit the county.
7. Write a critique of your demonstration stressing ways in which it might have been improved.

C. Describe in outline form one home visit to an adult. Show the purpose of the visit, the advance notice and preparation, how the visit was conducted, and publications or other helps provided.

D. Write a description of one woman whom you consider an outstanding leader in either adult or youth work. Describe her home and family. Characterize her as to:

1. Traits of leadership she possesses
2. Attitude toward the program
3. Attitude toward the Extension agent responsible for home economics
4. Phases of the Extension program in which she is most interested
5. Her chief accomplishments and contributions as a local volunteer leader.

The detailed description of a leader is an effort to help you understand the important place of leaders in the Extension program. Observing an outstanding leader will help you to relate your readings on leadership to a real personality. Select a leader for study <u>within the first three weeks of your stay in the county</u>. This will give you time to see her several times under different circumstances.

Youth Work

VIII. 4-H Club Work

A. Describe 4-H Club work in progress in the training county.

1. Statistical information
   a. Number of 4-H Clubs
   b. Number of members--girls, boys, total
   c. Major projects in which girls are enrolled. List the ten with largest enrollment showing number enrolled in each.

d. Number of 4-H Clubs having adult leaders
e. Total number of adult leaders? Junior and Teen leaders?
f. Is there an adult leader organization? What is its function?
g. Number of Senior 4-H Clubs; total enrollment.
h. Is there an Honor Club? Describe briefly.
i. County Council of 4-H Clubs? Citizen's Committee?
j. Other important facts about 4-H Club work.

B. Describe in outline form one home visit to a 4-H Club member. Show the purpose of the visit, the advance notice and preparation and how the visit was conducted.

C. Describe briefly other 4-H Club or older youth activities (Young Farmer-Homemaker or other) in which you had a part.

D. Give a brief account of your participation in 4-H Club camp. List the chief values of camp for 4-H Club members from your observation and work at camp. It is hoped that you will participate, take responsibility, learn to understand boys and girls, and contribute to the success of camp.

You and your training agent should talk with your District Supervisors about camp, asking what your responsibilities are to be. You are a junior agent, not a 4-H Club camper this time!

IX. Other Learning Experiences

A. During the brief training period, you will not be able to observe or take part in all the methods effective in Extension teaching. Some valuable experiences that you may have are listed below. Take part in as many of them as you can, writing a brief description of methods in which you have a part, a minimum of three of the six listed below. These may relate to adult or youth work.

1. Prepare and lead a discussion on safety or some timely subject. Report in outline form.
2. Prepare and assist with one or more television or radio programs, if the training agents have such programs. Attach one script used.
3. Write news stories from the current months' plans, using any of the following types:
   a. Human interest stories
   b. Announcement of meetings
   c. Report of important meetings
   d. Articles to give timely information
   e. Other types suggested by the training agents. Attach copy of your original stories and the printed stories.
4. Prepare and illustrate one circular letter. Attach copy.
5. Participate in tours, exhibits, adult camps, recreation meetings, contests and other types of activities. Write a description of any one using outline form. List others attended.
6. Attend a Community Club meeting.

X. Your Responsibilities

A. Reporting

1. Write an informal letter to the Agricultural Extension Education Professor <u>each week</u>. Give a very brief account of your activities and your impressions. Ask any questions that you need to ask. Include information <u>that will not be written</u> for any other part of this Guide.

2. Prepare weekly activity reports (TEMIS) for the month of July like the ones the agents make each week. Send the originals to the Agricultural Extension Education Professor, and retain the carbon copy for inclusion with your Guide. Also make out itinerary and other regular reports for July.

   The purpose is to help you to learn to make reports using TEMIS and other forms which agents use. You should study the Extension agent's (home economics) June reports so that you can see the whole process of her reporting. You also should read reports of other staff members before making your own.

3. Complete the evaluation sheet attached.

B. Reading to be done

1. Plan of Work Projection currently in use in training county (POWP)
2. County Plan of Work for the next fiscal year (POW)
3. Progress Report for last year
4. Weekly activity and itinerary reports for the Extension agent (home economics) and assistant
5. As many Extension publications as possible. Keep a brief record of your reading showing title, number, date of publication and date read.
6. Books and publications in preparation for your demonstration. Keep a bibliography.
7. Agricultural Extension Worker's Handbook
8. TEMIS Handbook
9. Extension Service Review
10. Suggested Filing System for County Extension offices.

EVALUATION OF THE FIELD TRAINING PROGRAM

Your careful consideration and response to these questions will help us to improve the training program.

1. What was your one most satisfying experience on the job and why?

2. What was the most difficult assignment you had? Why?

3. What did you do to make yourself feel a part of the county team?

4. What did your trainer agent do to make you feel important or needed?

5. What suggestions would you make for improving your orientation into the county situation?

6. Now that you have actually experienced Extension work, briefly report what you think are the most important aspects of a good Extension program.

7. If an agent could be outstanding in only three things, what should these three things be? (List in order of importance.)

8. After working with the Extension agent (home economics), what do you find to be the advantages professionally and personally of being an Extension agent?

9. Was the training Guide helpful to you in planning your work? What are your suggestions for improving it?

10. What other suggestions do you have for improving the training program?

11. As a result of your summer experience, are you still interested in Extension work as a career?

12. What college courses proved most helpful in your work this summer?

13. What additional college courses do you feel would be helpful to you as an Extension worker?

14. Your school address this fall?

15. Other comments.

ERIC Clearinghouse
AUG 14 1972
on Adult Education

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
The University of Tennessee Institute of Agriculture and U. S. Department of Agriculture
cooperating in furtherance of Acts of May 8 and June 30, 1914
AGRICULTURAL EXTENSION SERVICE
V. W. Darter, Dean